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ABSTRACT

Using a newly developed 6-week course, a study examined the effect of children's literature on the reading attitude and fluency of secondary remedial students. Subjects were 10 tenth- through twelfth-grade students enrolled in a central Washington State alternative high school for students who dropped out of regular high school but who still wished to earn a high school diploma. Subjects learned about the categories of children's literature, criteria for selection of good literature, preparation of discussion questions, techniques for reading aloud, and use of the library during the course. Subjects had weekly contact with first-grade students during weeks two through six. Subjects prepared written lesson plans and completed self-evaluations of their performance. Subjects also completed the Estes Attitude Scale and the informal reading inventory at the end of the course. Results indicated that no statistically significant difference was found in the subjects' reading attitudes, but reading fluency increased significantly. (Two tables of data are included; 87 references, complete lesson plans for the 6-week course, and a 212-item bibliography of children's literature are attached.) (RS)

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THE USE OF CHILDREN'S LITERATURE IN IMPROVING THE SECONDARY REMEDIAL READER'S ATTITUDE TOWARD AND FLUENCY IN READING

A Thesis

Presented to

The Graduate Faculty

Central Washington University

In Partial Fulfillment

of the Requirements for the Degree

Master of Education

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by

Jane Watson

August, 1983

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THE USE OF CHILDREN'S LITERATURE IN IMPROVING THE SECONDARY REMEDIAL READER'S ATTITUDE TOWARD AND FLUENCY IN READING

by

Jane Watson

August, 1983

A six week course in children's literature was taught to ten alternative tenth through twelfth grade students. The purposes were to determine if the secondary student's attitude toward and fluency in reading were improved by working in easy and pleasurable material. The Estes Attitude Scale and an informal reading inventory were administered to the students at the start and end of the course. No statistically significant difference was found in the attitude scale, but reading fluency increased significantly.

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Chapter 1

THE PROBLEM

Introduction

Many students come to the secondary school labeled as remedial readers. Most of them have had painful experiences with reading. These experiences compound as the student faces increasingly difficult reading in conjunction with his classes. As the student's dislike for reading intensifies, his self-esteem dwindles. Behavior to avoid the dreaded task of reading increases. He regards reading as a meaningless activity and one which bores rather than stimulates.

What can be done to ensure a successful reading experience for such students? One learns to read by reading. The reading material should be easy and interesting, a combination difficult to find for the secondary remedial reader. Books on his reading level are classified by the student as "children's books," and certainly fall beneath his interest level. What self-respecting secondary student would voluntarily read children's books to himself to improve his own reading? Not many.

Research, however, indicates that the involvement of older students with younger students leads to skill improvement of the older students as well as the younger students. Therefore, it seems reasonable that older students would willingly read children's books when the purpose for doing so involves interaction with younger children.

For that reason, a course was designed to teach secondary students about children's literature and to involve them in choosing, preparing, and reading books to elementary students.

Statement of Purpose

The purposes of this study were:

1. To determine if the secondary student's attitude toward reading is improved by working in easy and pleasurable material for a six week period.
2. To determine if the placement of secondary remedial readers in children's literature increases the secondary student's fluency in reading as measured by an informal reading inventory.

Importance of the Study

Several factors make this research important. By the time a student who reads poorly reaches high school, the odds are against remediation of his reading problem. His age, outside interests, and attitude all counter remediation techniques. Reading is not a successful experience for him, and one which he avoids. The way to improve reading is by reading material which is interesting and easy. But material which is easy often carries the stigma of being for children. In a class in which the purpose (although contrived) was to read books to children, the stigma of reading children's books would be removed, while at the same time placing responsibility upon the older student for a successful presentation to a younger student. This would ensure the older student's choosing a book of interest to him and practicing reading his book until he became fluent. His comfort and self-esteem would both rise, and reading would become a more worthy activity in his

view.

Secondly, by stressing the importance of early and quality exposure to literature, and by showing resources available, it was hoped the students, upon becoming parents, would prepare their children for reading in a positive manner. This would be a step toward breaking the cycle of non-reader parents producing non-reader children.

Finally, this program would allow the younger student to have one-on-one contact with a person presenting quality literature in a positive setting. From this experience, the younger student would have a more positive outlook on reading.

Scope of the Study

The scope of this study entailed teaching a six week class on children's literature to alternative high school students in grades ten through twelve from a central Washington school district. Data on chronological age, sex, approximate reading level, and attitude were collected and analyzed.

Procedure

At the beginning of the course the Estes Attitude Scale was administered to the group of ten students, and an informal reading inventory was individually administered to each student. The six week class involved learning categories of children's literature, criteria for selection of good literature, preparation of discussion questions, techniques for reading aloud, and use of the library. During weeks two through six of the course, students had weekly contact with first graders at a local elementary school. Students were

required to prepare written lesson plans for the visit as well as a self evaluation of their performance. During the last week of the class, a test covering the course was given. A post Estes Attitude Scale was given, and post testing on the informal reading inventory was begun.

Definition of Terms

For the purposes of this study, the terms children's literature, remedial reader, informal reading inventory, independent level, instructional level, frustration level, fluency, miscues, and cross age tutoring are defined.

Children's literature encompasses a wide range of material - from counting books to books voraciously read by both adults and children. For the purposes of this study, children's literature is limited to picture books and picture story books appropriate for lower elementary aged children.

A remedial reader is one whose reading achievement score lags two or more years behind his grade placement. For example, a tenth grader reading at the eighth grade level would be classified as remedial.

An informal reading inventory consists of a sequential series of reading selections, graded in difficulty, which students read and answer questions about, and a set of procedures for analyzing the student's reading behavior in an instructional setting (Pikulski, 1982). The instrument can be a published inventory or it can be teacher constructed. For this study, published inventories were used.

Informal reading inventories measure three reading levels:

independent, instructional, and frustration. The independent level is the level at which the student reads orally at sight with 98% word recognition and comprehends with 90% accuracy. The independent level is the level at which a student reads and comprehends without assistance.

The instructional level requires 95% word recognition and 75% comprehension. The student can read material at his instructional level with some assistance.

The frustration level is reached when the student reads with 90% word recognition and 50% comprehension. The student shows some anxiety and inappropriate intonation. Even with assistance, the material will remain frustrating and incomprehensible to the student.

Fluency refers to the correct intonation and smoothness with which a student reads a passage. Fluid reading generally indicates a higher level of comprehension than reading marred by stumbling and hesitation.

A miscue is a pronunciation mistake made by the reader. It is called a miscue rather than an error to indicate the student's incorrect reception of the cue.

Cross age tutoring is the use of older students to tutor younger students in an area in which both are academically deficient.

Limitations of the Study

This study had several limitations. First, the study was limited to one six week grading period (referred to as a minimester), hardly long enough to show a significant increase in either the informal reading inventory or attitude scale. Secondly, this partic-

ular high school population is highly mobile, and often enrolls in or withdraws from a class after the course starting date. While the teacher could strongly recommend that a student enroll (or not enroll) in this particular course, the final determination often depended upon other available classes and the student's fulfilling the requirements for graduation. Thus the course was available to students of all reading levels. Additionally, a science course which involved all day field trips was offered during the same minimester. As the science class required between two and four field trips over the minimester, students also enrolled in the science course missed classes in children's literature.

Finally, the pre and post informal reading inventories posed two difficulties. With the addition of on level readers to the course, the original inventory selected did not possess sufficient range. A second inventory with a range of grade seven through thirteen was used as a supplement. The original inventory was the Woods and Moe Analytical Reading Inventory, Second Edition (Woods and Moe, 1981). It contains graded passages from primer through ninth grade. The Advanced Reading Inventory (Johns, 1981) contains passages for grades seven through thirteen.

The informal reading inventories were also very time consuming to administer. Each one required almost one half hour, and was given individually outside of class time. Scheduling for these inventories often presented a problem.

No provision was made to measure the effect of the program on the first grade students, other than subjective comments from the first grade teachers.

Organization of the Thesis

The organization of the remainder of this thesis is as follows: Chapter 2 is a review of the literature related to this field of study; Chapter 3 is concerned with the populations and procedures used; Chapter 4 is a presentation of the results; and Chapter 5 contains the conclusion of the study with a summary and recommendation based on the findings.

Chapter 2

REVIEW OF THE LITERATURE

The Review of the Literature is divided into four parts: the Use of Children's Literature, Cross-Age Tutoring, Attitude Inventories, and Informal Reading Inventories. The first part explores available research on the use of children's literature with older students. The second part, cross-age tutoring, reviews literature pertaining to the use of older students as tutors for younger ones. Attitude inventories, the third part, reports on various attitude inventories. The fourth part describes informal reading inventories.

The Use of Children's Literature

> The two most important motivating factors in helping children become readers are:
> 1. Time for hearing books of their choosing
> 2. Hearing good books read aloud by an enthusiastic teacher (Nicholson, 1979, p.7).

Reading aloud allows concept development and the intake of new information, as well as the enhancing of one's own language. As Durkin once said, "language is more caught than taught"(Vail, 1977, p.5). Reading aloud allows the modeling of syntactic and phoenemic language patterns. "The child who is frequently read to...is in effect being presented with an experience which is not unlike the situation in which he learned his native language"(Gibbs and Proctor, 1982, p.621). Although speech is an important model in the imitation of syntax, written language is a purer form and thus more valuable for modeling. Hearing words in context increases listeners'

receptive vocabularies and introduces them to alternative ways of expressing themselves. Reading aloud also develops listening skills and increases the listening attention span, as well as motivates listeners to want to read (Hillman, 1975). Furthermore, the sharing time is usually a comfortable, nurturing experience for both parties, and provides a common experience to discuss. One of the values of literature is that it does instruct, albeit vicariously, and does inculcate values and attitudes and initiates those who are exposed to it into the mythos of humankind (Hillman, 1975).

"One of the goals of a literature program is to stimulate a lifetime pattern of preference for reading quality literature. Appreciation for literature develops gradually as a result of many fulfilling experiences with literature"(Huck, 1979, p.707).

Storytelling is the forerunner of written literature, and its traditions continue to the present day. Storytelling is considered an art, and for this reason many people have been afraid to attempt it (Huck, 1979). But in telling a story, the person learns to use oral language in a clear, forceful manner and to arrange thoughts so that event follows event in proper sequence. Shyness and self consciousness tend to disappear and confidence is gained (Cone, 1976).

The storyteller must know the story well before telling it. It should be read and reread several times so the plot, language, and style become the reader's own. It should be thought through incident by incident, and its action outlined.

The storyteller's voice is of utmost importance. The storyteller must practice varying his voice in tone and pitch, and keep practicing (Sawyer, 1969). All the background and story preparation will be

lost if the audience must listen to an unsatisfactory voice.

Cone (1976) developed a storytelling course designed to train fifth grade students as tutors for second grade students. The plan was to increase the fifth graders' self confidence and skills while at the same time providing help to the second graders.

Two other references exist in which children's literature was used by older students with benefit to the older students as a goal.

The most recent (Smale, 1982) was simply a unit on children's literature for non-academically oriented high school students who were not enthusiastic about their studies. The purposes of the unit were to make these future parents aware of the important parental role in encouraging literacy in younger children, to teach these future parents techniques to use with younger children, and to show resources available for children's literature. Speakers were invited, books were shown, and students were encouraged to read selections to themselves, but no actual contacts with younger children took place. As Smale stated, "transfer will have to wait for the stork"(p.210).

Widmann (1978) developed an oral reading program using children's literature to improve the oral reading skills of his eighth grade corrective and developmental reading classes. His course, more structured than Smale's, was divided into three instructional phases. The introduction, the first and most crucial stage, lasted for two days. It was of the utmost importance that students view the oral reading as a mature, adventurous, and "fun" activity. The instructor demonstrated models of good and poor oral reading to differentiate between reading aloud for oneself and reading aloud to communicate a

message. The introductory phase concluded with the teacher reading an entire selection.

The second stage covered a general introduction to the different types of children's literature as well as techniques of oral reading and drama. Included was a discussion of miscues to help the student learn to self correct his mistakes and to accept the fact that he would, from time to time, make mistakes. Students then explored books and practiced reading to each other, including positive comments of other students' performances.

The third and final stage, intensive training, found the student learning special techniques - proper holding of a book, eye contact, introduction, and follow-up on a story. Each student recorded one of his own readings and analyzed it. When ready, each student presented a sample to his instructor on an individual basis. The student reached a certain level of performance before being allowed to read aloud to young children. This readiness was determined on an individual basis by the teacher. The actual reading aloud to children was done as an extracurricular activity because of transportation problems during school hours.

Widmann reported success with the program. "I am always amazed at the avid interest students take in reading these books. It is not uncommon for some students to read thirty or forty selections"(p.333). Some students did follow through on reading stories to large or small groups of children. For those students who did, the eighth grade teacher sent a short description of the student to the receiving teacher so appropriate plans could be made to meet the student's ability and personality.

Research then, as it pertains to junior or senior high school remedial readers using children's literature, has followed one of two courses: that of educating the future parent to the importance of children's literature in his own future, and that of a device to provide fun and easy reading for older students who need to gain fluency and a more positive attitude toward reading.

Cross-Age Tutoring

Cross-age tutoring involves an older student, who usually needs reinforcement in the area in which he tutors, working with a younger student (tutee), also possessing a skill deficiency. By teaching the skill to the tutee, the tutor remediates his own deficiency, and enhances his progress in that area. Several studies have demonstrated that the tutor gains significantly more than the tutee. Additionally, the tutor begins to feel responsibility for the quality of the instruction he offers and for the affective domain of instruction, especially as it relates to "his" tutee.

Monti (1971) took three ninth grade boys, who frequently caused disturbances in their English class, to work for one day a week for approximately one and one-half hours with fourth grade boys who had personalities similar to the tutors'. Not only did the tutors become concerned as to how to motivate "their" youngsters, but both groups showed significant improvement on their post test of the Spache Diagnostic Reading Scales.

Morrison (1974) also reported success in a cross-age tutoring program where both the tutor and tutee groups exhibited marked deficiencies in reading skills. Although the program was only of

six weeks' duration, both academic and self-concept progress were high. "Children who had come to regard themselves as academic losers became highly motivated, and were proud of their successes"(p.122).

Cassidy (1977) acknowledged the benefits of cross-age tutoring, but also realized the difficulties of implementation because of the normally hectic school day. He therefore took a group of twelve fifth graders reading two to three grade levels below normal and substituted a tutor program for their normal reading program for a ten week period. After four days of training sessions, the students began a weekly regime of two days of normal classroom instruction and three days of tutoring. The tutors learned behavior modification techniques, oral expressive reading, and record keeping and planning. Cassidy stated many benefits, such as an increase in the self concept of tutors, individualized instruction for the tutee, more efficient use of the reading specialist's time, and academic benefits equal to, if not greater than, "normal" classroom reading instruction.

Smith (1973) used a tutoring program for disabled readers at Indiana State University Laboratory School. Smith realized that even with the help of a remedial reading teacher, progress for a high school student was often negligible because the student was not enthused about working on reading skills. By placing the high school student in a tutor position, learning of a specific skill was necessary before transfer of information to the tutee. Additionally, the tutor's writing skills were improved by the records he was required to keep, which included evaluation of tutor and tutee performance, enjoyment of sessions, and suggestions for future improvement. Smith's conclusion was "It appears that a tutoring

program such as the one suggested can improve the high school student's attitude and language art skills"(p.25).

The HIT (High Intensity Tutoring) program in Highland Park, Michigan, (Nelson, 1978) is another example of older students helping younger students come up to grade level in math and reading. The older students, many of whom were former tutees themselves, were chosen by teachers at the beginning of the school year on the basis of skills they (the tutors) needed to upgrade. Three days a week the tutors left a different academic class for half the hour to tutor, while tutees left their academic classes four days a week because there were more tutors than tutees. The periods only lasted half an hour because of the high intensity of the tutoring. Tutees earned points for their performances, which were periodically cashed in for candy.

Cross-age tutoring has also been used specifically to remotivate disruptive adolescents. At Maimonides Community Health Center in Brooklyn, New York, (Lane, 1972) eight disruptive adolescents with reported "maladaptive" behaviors were motivated to be the "olders" to a group of third and fourth grade poor or nonreaders from neighboring elementary schools. The "olders" exhibited such behavior as demanding much attention, stubbornness, uncooperative behavior, abusive language, fighting with other students, and appearing to be generally unhappy. Although the "olders" read below grade level, they were successfully trained in the use of Intersensory Reading Method, a programmed phonic linguistic reading approach which taught reading, writing, and spelling simultaneously. The "olders" tutored the "youngers" two times a week on a one to one

basis for seven months. Tutors also held biweekly rap sessions to help each other with problems encountered in tutoring, to employ behavior modification procedures, and to heighten self-image.

After the first hectic month of the program, the tutors became concerned over the tutees' poor reading skills as well as the growth of confidence in the tutees. Evaluation of pre and post testing showed the tutees gained fourteen months' growth in a seven month time period, while the tutors gained nineteen months. Guidance counselors and teachers indicated a lessening of disruptive behavior on the part of the tutors as well as a greater motivation to achieve in class. Fewer anti-social behaviors were exhibited. The tutors themselves felt they had profited.

By the use of pre and post tests, attitude scales, and observation, the benefits of a tutoring program have been measured against a control group. In an experiment by Sindelar (1982) the achievements of a control group, receiving instruction from a resource teacher in a small group, were compared with the achievements of students receiving the same instruction from peer tutors. The experimental design was a pretest/posttest control group design. The tutors were capable intermediate readers. The peer tutor achievements were equal to the achievements of the small teacher group, making a case for the use of tutors with disabled readers.

Earl (1980) implemented a cross-age tutoring program with one experimental group receiving regular teaching each week and one control group receiving normal resource teacher services. All students were at least six months behind grade level according to the Woodcock word identification subtest. An attitude scale, "How I Feel About School,"

which also included a reading subtest, was also administered. The results of this particular study were not conclusive - both groups made a significant gain in the Woodcock and oral reading tests. Neither group changed in the school attitude inventory.

The overall feeling is that the tutor benefits as much, if not more, than the tutee. Dillner (1972) presented background on the historical use of tutors and the growing realization that the impact of the tutoring experience is often on the tutor himself. The Roman teacher Quintilian pointed out in Institutio Oratoria that the younger children in the class could learn much from the older children in the class, but it was not until recently that it was realized that tutors did not have to be highly trained or successful students to do an effective job. In her article, Dillner cited Cloward, who studied the New York City Board of Education Mobilization for Youth Homework Helper Program. He found the tutors did an effective job and also significantly changed their own reading score. He concluded that "the major impact of the tutorial experience was on the tutors themselves"(Dillner, 1972, p.6).

The "One to One" tutorial project of the Los Angeles County Schools office based its rationale on tutoring being an effective method of learning. Tutors were chosen from among students two or more years below grade level, or who were potential high school dropouts. The objectives of the project were to reduce absenteeism and to keep the tutors in a traditional school the following year. After a three year trial, the participants' gains constantly exceeded the project's expectations (Dillner, 1972).

All evidence points to the success of using older remedial students as tutors for younger students. The active participation required of the tutors to teach the tutee reinforces in the tutor the skill he is teaching, as well as instills in him a responsibility to ensure learning occurs for his tutee.

Attitude Inventories

Attitude is another very significant aspect of reading. Charlotte Huck said,

> If we teach a child to read, yet develop not the taste for reading, all of our teaching is for naught. We shall have produced a nation of 'illiterate literates" those who know how to read but do not read (Lehr,1982).

Knowing a child's reading attitude gives a starting point in improving that attitude. Nothing can be done to improve negative attitudes or to promote positive ones until the true nature of the student's attitude is known. For that reason, the attitude inventory evolved, and is frequently used along with skills improvement measures to determine a reading program's effectiveness.

Many types of attitude scales have been developed. Some use teacher observation of student behavior, some are for elementary students, some measure general reading attitudes of high school students, and some measure attitudes of high school students toward a specific type of reading, such as developmental, utilitarian, and enjoyment reading. For the purposes of this paper, general attitude scales for high school students were investigated.

Attitude scales can be questionnaires, paired responses, or summated rating scales. Questionnaires often use open ended questions which permit students to give their first rather than their best

response. They also discriminate against those students who have disabilities in reading, writing, or spelling. The pairing scale offers only two choices. The summated rating scale permits students to express degrees of feeling.

Two types of summated rating scales are the Thurstone and the Likert scales. The Thurstone scale requires students to select a number of statements with which they agree from a list of statements that reflect positions along a scale from good to poor. The Likert scale also requires students to rate a number of statements, asking them to indicate the extent of their agreement or disagreement on a scale of 1 (strongly disagree) to 5 (strongly agree). The reading attitude is the sum of the assigned values.

The Moore Reading Attitude Scale is a summated scale developed to provide the content teacher of adolescents and adults with an instrument which will assess the student's attitude toward content reading. Statements representing attitude toward general, academic, and vocational reading were randomly assigned to appear on various pages of the scale. The eighty items take approximately ten minutes for the student to complete (Moore, 1982).

The Rhody Secondary Reading Attitude Assessment is a 25 item Thurstone scale in which the student reads a statement to himself as the teacher reads it aloud. The student then indicates the degree to which he agrees with the statement. From the information received, the scale can be used for pre and post testing of a change of attitude. The data can also be used to counsel individual students and to assess students' feelings toward areas of the reading environment, as the questions are broken down into categories of school related reading,

reading in the library, recreational reading, and general reading. The test-retest method was chosen to establish reliability since it measures temporal stability. An interval of one week was chosen. The r was 0.84 (Tullock-Rhody, 1980, p.613).

The Estes Attitude Scale is a twenty item Likert scale where the student indicates the degree of his agreement on a scale of one to five. Each of the statements is worded so as to call to mind the object of "reading." An estimate of the scale's general performance was secured through computation of mean, standard deviation, and reliability data. Additionally, an individual analysis of each item was made in terms of its ability to separate a group of people on the basis of attitude toward reading. The Estes scale

> is highly correlated both with self-perceived and teacher perceived amounts of reading done, relative abilities to read, and, in the case of the self ratings, also the levels of value and/or respect for reading held by the subjects (Dulin and Chester, 1974).

The Estes Attitude Scale was validated on a high school population which represented all levels of general reading ability. The Estes scale can be used when a breakdown of attitudes toward specific reading categories is unnecessary.

Informal Reading Inventories

Reading ability is as nebulous a skill to measure as it is a term to define. What does it mean? Does it mean the ability to decode? Does it mean the ability to comprehend what was read? What does "comprehend" mean? Does "comprehend" involve relating factual information, or does it imply a higher level of thinking? Most people do not agree on "what is comprehension"(Livingston, 1972).

Standardized tests do not agree on a definition. What one test classifies as a literal comprehension skill another classifies as an interpretive skill. Many tests do not measure what they claim to measure. The Woodcock Reading Mastery Test claims to be criterion referenced, but is not. For example, the letter identification performance ceiling is artificially raised through the inclusion of unusual typefaces. The word comprehension section is really a test of the student's ability to complete analogies, and the passage comprehension section makes no attempts to measure high levels of reading (Dwyer, 1978, p. 1304). The Metropolitan Reading Test measures only literal comprehension, and the Iowa Silent Reading Test, published in 1942, was validated on and by the authors themselves (Livingston, 1972).

Additionally, it has been proven that the same child, tested within the same time period, will receive different comprehension scores on two different standardized tests (Livingston, 1972). But how strongly influenced teachers, administrators, parents, and even students themselves are by the results of standardized tests.

Standardized tests are a fact of life, necessary for administrators to determine program effectiveness. But a grade level score does not assist the teacher in diagnosing and correcting a student's reading deficiency. The informal reading inventory supplements the standardized test by showing specific strengths and weaknesses in a student's performance. Some of the same discrepancies exist in informal reading inventories as in standardized tests, i.e., agreement by experts as to types of questions asked and quality of

oral reading. Consistent structured techniques in the administration of the inventories does help achieve accuracy in use (Pikulski, 1978). The inventory can be used to record quantitative and qualitative results. Quantitative results refer to the number of miscues and qualitative results refer to the type of miscue. Because all deviations from the text are not equally serious, the concern with the quality of the response is important (Woods and Moe, 1981, p.17). For example, substituting "a" for "the" is not as serious a mistake as substituting "cat" for "dog."

Published reading inventories do not generally address reliability. One inventory which did, the Ekwall Reading Inventory, reported the correlation between forms A and C as .82 and the correlation between forms C and D as .79. But Ekwall does not report what it was that was correlated (Pikulski, 1978).

The Analytical Reading Inventory (Woods and Moe, 1981) refers to the grade level validation of the reading level of each passage, established through the use of readability formulas and computer analyses of the text. The revised Spache formula (Spache, 1974) and the Harris-Jacobson Formula 2 (Harris and Sipay, 1975) were used to calculate the reading level of the passages. The computer analysis provided such information as vocabulary diversity (how many different words were used in a reading passage) and syntactic complexity on the language used in each passage. Computer use assured that subsequent passages within a form increased in difficulty as well as assured that passages at a specific grade level were comparable among the three forms (Woods and Moe, 1981, p.7).

Following readability checks and computer analysis, the inventory was field tested by eighty advanced undergraduate students on 200 students in grades two through eight. Revisions were made, and readability checks and computer analyses were redone.

Summary

This chapter has covered four topics: the use of children's literature, cross age tutoring, attitude inventories, and informal reading inventories. Children's literature has been successfully used to remediate reading problems in older students, and to educate older students to the importance of early, quality contact with literature. Cross age tutoring benefits the tutor as much as it does the tutee. Attitude inventories are used to assess the student's attitude about reading, and informal reading inventories locate specific reading problems.

Chapter 3

PROCEDURES OF THE STUDY

The purposes of this study were to determine if the secondary student's attitude toward reading would improve after having worked in easy and pleasurable material for a six week period and to determine if the placement of secondary remedial readers in children's literature would increase the secondary student's fluency in reading, as measured by an informal reading inventory. The purpose of this chapter is to describe the population and procedures utilized in the study. The chapter is divided into five parts: secondary school population, elementary school population, attitude inventory, informal reading inventories, and lesson plans.

Secondary School Population

The secondary school students who participated in the study attend an alternative high school in central Washington. Four certified teachers and four paraprofessionals work with the 65-70 tenth through twelfth grade students. The school is a cooperative venture between the local school district and Department of Social and Health Services Juvenile Parole System, and as such is one of several "Learning Centers" within the state. Although approximately 30% of the student population has had court contact, and some of the students who attend live in the local group home, court contact is

not a requirement to enter the program. To enter the program, a student should have dropped out of a traditional high school but still have the desire to earn a high school diploma rather than a GED. The student must agree to meet minimum academic requirements, and must agree to withdraw himself from school if he does not meet these as well as behavioral requirements. Extenuating circumstances are considered before a student is asked to leave.

The school year is divided into six minimester sessions. Two minimesters equal one trimester. The start dates of the odd numbered minimesters coincide with the start date of the local high school trimesters, and the end date of even numbered minimesters coincides with the end date of trimesters. This allows the transition of alternative school students back to the regular high school at the start of a new trimester. The minimester system permits a student to begin a new set of courses in the middle of the trimester, after having dropped out of the traditional high school, without starting out behind in his new classes. It also allows students who attend the alternative high school on a regular basis a chance for a fresh start six times a year, as well as a feeling of accomplishment every six weeks rather than every twelve.

Full time students sign up for five classes, each one-half credit, every minimester. The first four classes meet 55 minutes per day four days a week, and 40 minutes per day one day a week. The fifth class meets four days a week for 65 minutes a session. This permits a two hour block of time one afternoon each week during which students can do make-up work from current or previous classes.

Minimum requirements to pass each class include 80% attendance (24 hours in class out of a possible 30) and 100% of all work. Students understand that greater than 80% attendance is necessary to do all the work. To remain in good standing, a student must pass three out of five classes each minimester. He is allowed five weeks after the end of the minimester to complete any incomplete courses. If the class is not completed by that time, the credit is lost.

Upon entering the school, students are assigned to teachers who serve as advisors to the student. The teacher/advisor confers with the student regarding classes needed to complete the graduation requirements and maintains contact with the student's home concerning academic and behavioral performance. The advisor and student plan a new set of courses before the start of each new minimester.

Two weeks prior to the minimester during which the children's literature course was taught, informal announcements were made to the students. These announcements conveyed that this new, fun class was a study of children's books for the purpose of reading aloud, on a regular basis, to local first grade students. The class could be applied to the English literature requirement for graduation. Interested students were requested to contact the teacher for more information.

The writer, who was also the teacher, made informal contact with students who could benefit from the class, i.e., were remedial readers, had a low self image, and had average or above attendance.

The writer also contacted the student's advisor about the feasibility of enrolling the student in the class. On registration day, the final decision rested with the student and advisor. As the van to be used to transport students to the elementary school had a ten passenger capacity, the class was limited to ten students.

Elementary School Population

The elementary school was chosen on the basis of accessibility and population. Several elementary schools were available within a ten minute drive, but most had large bilingual populations. As bilingual populations fell outside the scope of this study, those schools were excluded. The school chosen was in a lower socio-economic neighborhood, and had three first grade classrooms with approximately 25 students per class.

A meeting was held with the first grade teachers. All had previously expressed interest in the course. Each teacher was given a copy of the course description and syllabus (see page 33). Mutually convenient meeting times were discussed, and on that basis, one first grade teacher excluded herself. The two remaining first grade teachers agreed to alternate weeks with the secondary students. It was agreed the class would be taught in the afternoons during the first graders' individual work time, which occurred during the secondary students' fourth period. It was further agreed that the first grade teacher would choose, according to her own criteria, the first grade participants. Criteria varied from week to week, but included rewards for good behavior and/or work in class, the need for more positive reinforcement with books, or practice in relating to

older students. Consistent participation by the same first grader was not a goal as no measurements were to be taken from the first graders.

An empty classroom was reserved for the weekly visits. On warm sunny days, the secondary students were given the option to read outside.

Attitude Inventory

The Estes Attitude Scale was chosen because it was sensitive to a variety of attitude types and was designed for and tested on grades three through twelve. Additionally, its validity was checked through item analysis and its split half reliability was reported as substantial (Alexander and Filler, 1976). The reliability for grades seven through twelve was reported as .96 and the standard deviation as 17.1 (Estes, 1971). The scale was also tested with student perceived and teacher perceived amounts of reading done, relative abilities to read, and the levels of values and/or respect for reading held by the subjects. The scale proved to be very highly correlated (Dulin, 1974, p.58).

The scale was administered to the secondary students as a group during the first class meeting, after the course syllabus was handed out and discussed. The students were requested to be honest when taking the scale, and were told that no grade would be given - this was not a pass or fail test. The scales were handed out, and the student silently read and marked his response at his own pace. No time limit was given; students handed in their papers when finished. The lesson then proceeded to the next segment.

Informal Reading Inventories

An informal reading inventory was individually administered to each student at the start and end of the six week course. As each inventory took a minimum of twenty minutes to administer, study hall or after school time was used rather than class time.

The student was brought to a quiet room, and was told the purpose of the inventory was for the writer to diagnose his reading ability, and that the results would have no bearing upon his grade. He was then told the inventory would be taped, so the writer could review it later, and that no other student would hear the tape. The inventory began by the student reading graded lists of twenty words which increased in difficulty. The highest level list at which the student read all twenty words correctly was the level used to start oral reading of the graded passage.

When the student mispronounced five or more words on a list, he was stopped, and given a selection which he was to read aloud. He was not allowed to silently read it before the oral reading. The student was told that after he read the selection aloud, he would then be asked questions about the selection. The student followed this procedure with each selection, until the difficulty was such that he could not correctly answer three questions, and the passage was at his frustration level. At this point, the tape was stopped and the student was thanked for his cooperation. The identical procedure was followed in the post testing of the student.

Two different published reading inventories were used with the class. Initially, the Woods and Moe Analytical Reading Inventory

2nd Edition, (Woods and Moe, 1981) had been selected because it had been assumed that most of the students would fall between the primer and ninth grade levels measured by the inventory. On class registration day, however, students with reading abilities known to be higher than ninth grade entered the class. The Advanced Reading Inventory (Johns, 1981) was utilized for students whose reading level was assumed to be between seventh and thirteenth grade levels. This assumption was based on prior experience with the students or upon availability of previous test scores. The same inventory was used on each student for pre and post testing.

Lesson Plans

Lesson plans for the course were developed with several goals in mind. One goal was to teach the secondary students about different categories of children's literature, such as fantasy, realistic fiction, picture books, traditional literature, poetry, historical fiction, biography, and informational books. This was the framework around which the course was based, as one category at a time was studied.

Within this framework, the students were taught about the importance of good quality literature and criteria for choosing quality literature. Appendix A contains detailed lesson plans for the course.

The course was also designed to be a course for the students to read children's books of their choice. By requiring the students to choose and prepare a book to read to a first grade student, the secondary student was forced to examine and read children's books.

This allowed practice in easy reading material which was of the student's choice and therefore of interest to him. Reading the book aloud to the first grader also forced the student to practice and become fluent in the book.

Discussion of the book was also stressed. The students learned about thought questions, as opposed to factual questions, and were required to prepare thought questions for each book read to the first grade student. Discussion was emphasized as an integral part of the experience.

The local public library was used on a weekly basis. Each student obtained a library card, and checked out the book(s) he planned to use. The children's librarian gave a tour of the children's section of the library at the beginning of the course, and showed the students how to use the card catalog and reference materials available in that part of the library. The students also completed a worksheet (Appendix A, session 5) which demonstrated competence in using the children's section. The weekly visits to the library reinforced library skills.

Storytelling was included toward the end of the course because of its importance in the history of children's literature and because the experience would enrich the secondary student's vocabulary and increase self confidence. Students were taught how to choose and prepare a story to be told, and were also required to prepare the usual discussion questions.

The students visited the elementary school once a week during weeks two through six of the course. The visits followed the same

basic pattern. Upon arriving at the school, the secondary students introduced themselves to the students, and the large group of elementary and secondary students participated in a word game exercise. The game was on the first grade level, with assistance provided by secondary students. Games included such things as "Rumplestiltskin - how many words can you find in his name?" to "Hang Five," a game requiring the students to list five items in a category, and "Word Squares," where students took turns calling out letters which they wrote in an empty grid. After completing the grid, they looked for words in a word search-like pattern. The game portion of the visit lasted about fifteen minutes and served as an icebreaker. The secondary student then took the first grader to the location at which he would read and discuss the story. This lasted about twenty minutes and completed class time. During this time the writer observed the activities, and took notes for later comment. On the way back to the school, the secondary students filled out a self evaluation form on the day's performance.

At the end of the six weeks, the students took a comprehensive test which emphasized selection, preparation, discussion, and importance of children's literature. Seventy per cent was a passing score. The Estes Attitude Scale and informal reading inventory were also readministered at the end of the course.

KIDDY LIT

COURSE SYLLABUS

Summary of Course

This course is designed to teach high school students the basic points of children's literature for their immediate use in working with elementary school children and for their future use with other young children. The high school student will learn about categories of children's literature as well as how to select appropriate books for children. The student will also practice reading children's stories and will read and tell stories to children in lower elementary school.

Course Requirements

The student will work with elementary school children at least once a week during weeks two through six of the course.

The student will experience a minimum of five contacts with elementary school children. Experiences will be chosen from the following:

- one on one story reading (1-3 times)
- reading to a small group
- reading to an entire class
- telling a story

The student will obtain a library card (available at no cost)

80% attendance is required

The student will complete any other assignments or quizzes.

Evaluation

To earn a C, the student must participate in the five elementary school contacts, complete all required assignments and quizzes, and have 80% attendance.

To earn a B, the student must meet requirements for a C and do one project.

To earn an A,the student must meet C requirements and do two projects.

A project may range from a list of books of one type to the biography of an author or illustrator. The teacher has a complete list of projects. All projects must be completed before the end of the minimester. Only well done projects will be accepted.

PLANNED COURSE STATEMENT
Grades 7 - 12

Course Title: KIDDY LIT
Level: high school
Prerequisites: none
Duration of Course: Trimester_____ Full Year_____ Other minimester
Credit: (Check One) 1 X 2___ 3___ (Per trimester)
Alternative Learning Opportunities: (Check One or More)
X Does Not Apply ___ Independent Study
___Work Experience ___ Other (Explain)_____

STUDENT LEARNING OBJECTIVES provide a course framework. Each course involves many more learning experiences than are stated in these minimum objectives. Each teacher requires more from students in class participation, assignments completed, attitudes shown, etc., than are reflected in the student learning objectives. The essential ingredient in a classroom is the involvement of teachers with students; each student is unique, and each teacher brings a unique contribution in knowledge of subject matter, in historical and cultural backgrounds, and in skills in nurturing and encouraging students. Therefore, even though one set of student learning objectives may pertain to several courses, enriched course content will vary with each teacher.

COURSE DESCRIPTION

A course for high school age remedial readers in which the high school students will study, select, and read children's literature to lower elementary age children. The course is designed to improve the high school student's self concept, give him practice in easy reading, and teach him to select literature for children.

STUDENT LEARNING OBJECTIVES (What the student will know, value, or be able to do.)

1. The student will be able to describe eight categories of children's literature (picture books, traditional literature, poetry, modern realistic fiction, historical fiction, biography, fantasy, and informational).

2. The student will be familiar with well-known authors of children's books.

3. The student will be familiar with well-known illustrators of children's books.

4. The student will read a minimum of one story aloud to a child.

5. The student will tell a story to one or more children.

6. The student will read a story to a small group (5 or less).

7. The student will be able to select a suitable story for a child.

MAJOR STUDENT ACTIVITIES

Students will listen to lectures and participate in discussions on children's books.
Students will go to the public library
Students will go to an elementary school and interact with the children there on a regular basis.
Students will watch films and compare them to books.

Students may elect to do extra credit projects such as making puppets, writing a short biography of an author or illustrator, making a bulletin board, or any other project which meets with the teacher's approval.

ASSESSMENT PROCEDURES

Students completing all classroom requirements will earn a C.
Students who do one outside project and complete C requirements will earn a B.
Students who do two outside projects and complete C requirements will earn an A.

Adopted Basic Materials

Title	Author	Copyright Date/Edition

Supplementary Materials

Title	Author	Copyright Date/Edition
Children's Literature in the Elementary School	Huck & Kuhn	1979
various children's books		

Chapter 4

RESULTS

The intent of this chapter is to state the findings of this study. The purposes of this study were:

1. To determine if the secondary student's attitude toward reading would improve after having worked in easy and pleasurable material for a six week period.
2. To determine if the placement of secondary remedial readers in children's literature would increase the secondary student's fluency in reading, as measured by an informal reading inventory.

The chapter is divided into three sections: (1) Findings of Estes Attitude Scale; (2) Findings of informal reading inventories; (3) Subjective evaluation of the children's literature course.

The results of both the attitude scale and informal reading inventory were expressed in terms of raw score, and descriptive analysis was derived from them. The mode, median, mean, range, variance, and standard deviation were also given. The mode, the score that occurs most frequently in a distribution, was located by inspection rather than by computation. If more than one score occurred with a frequency equal to other scores, all scores were reported. The median, the point in an array above and below which one half of the scores fall, was also located by inspection rather

than by calculation.

The range was found by subtracting the lowest score from the highest score and adding one.

The mean was computed by dividing the sum of all the scores by the number of scores. The variance and standard deviation were computed from the mean using standard formulas.

Findings of the Estes Attitude Scale

The Estes Attitude Scale (Estes, 1971) was administered to the entire class during the first class session and again during the last class session. Each student read the question silently and circled his response. No time limit was given; each student handed his form to the teacher when finished. The scale was scored by assigning a response value for each item and summing the total for all twenty questions. For example, item 1 is a negative item. Therefore, "strongly agree" was assigned a 1, and "strongly disagree" was assigned a 5. Item 2 is a positive item, with "strongly agree" worth 5 and "strongly disagree" worth 1. If the student did not answer a question, a 3 (for "undecided") was assigned to that question.

The student's sex, chronological age (CA), and pre and post scores are indicated in table 1. The difference between the pre and post scales is indicated in the fifth column under D. A positive sign before the D score indicates an improvement in the student's score; a negative sign indicates a decrease in the student's attitude scale score. The mode, median, mean, range, variance, and standard deviation are reported in the lower half of the table.

Six of ten students decreased the score in the post test. A *t* test for two related samples was administered with an obtained *t* value of .74. This is not statistically significant at the .05 level of significance since a .05 *t* with 9 degrees of freedom requires a *t* value of 2.262 to be statistically significant.

Table 1

Estes Attitude Scale Results

Student	Sex	CA	Pre	Post	D
KH	m	16	87	90	+ 3
KG	f	18	82	69	-13
TR	f	19	81	80	- 1
TL	m	18	75	69	- 6
JC	m	18	74	67	- 7
JL	m	19	72	61	-11
LE	f	17	69	72	+ 3
JH	m	17	69	67	- 2
JS	m	17	62	62	0
EG	f	18	57	72	+15
		Recapitulation			
		Mode	69	67,69,72	
		Median	73	64	
		Mean	72.8	70.9	
		Range	31	30	
		Variance	75.56	66.49	
		Standard Deviation	8.69	8.15	

Findings of the Informal Reading Inventories

An informal reading inventory was individually administered to each student at the beginning of the course and at the end of the course. Although two separate published inventories were required because of the wide range of abilities found in the class, each student was administered an alternate form of the same inventory used during the first administration. That is to say that a student who was administered the Analytical Reading Inventory, form A (Woods and Moe, 1981) on the pre test was administered a B form of the same inventory on the post test.

Table 2 shows the instructional levels found as a result of the pre and post tests. It also includes the student's sex, chronological age (CA), and difference between pre and post scores. A positive sign before the D score indicates an increase in the student's reading ability; a negative sign indicates a decrease in the student's reading ability. The mode, median, mean, range, variance, and standard deviation are reported in the lower half of the table. Nine students are reported instead of the ten reported for the attitude scale. One student was unavailable for a post informal reading inventory, and so her scores were not considered in the computation of informal reading inventory scores.

Six of the nine students administered the informal reading inventory increased the reading score. A *t* test for two related samples was administered with an obtained *t* value of 3.27. This is statistically significant at the .05 level of significance since a .05 *t* with 8 degrees of freedom requires a *t* value of 2.306 to be statistically significant.

Table 2

Informal Reading Inventory Results

Student	Sex	CA	Pre	Post	D
KH	m	16	12	12	0
TR	f	19	12	12	0
KG	f	18	11	12	+1
JH	m	17	9	12	+3
TL	m	18	9	12	+3
LE	f	17	9	11	+2
JS	m	17	8	9	+1
JL	m	19	8	10	+2
JC	m	18	2	2	0

Recapitulation

	Pre	Post
Mode	9	12
Median	9	12
Mean	8.89	10.22
Variance	8.57	9.51
Standard Deviation	2.93	3.08

Subjective Course Observations

The children's literature course was a success, from the point of view of the writer and students as well as from the point of view of the first grade teachers and students. Seven of the ten secondary students who participated met the 100% work and 80% attendance requirement and thus earned one-half credit in the class. All of these students earned a pass rather than a letter grade as none had opted to do the outside projects required for a letter grade. Overall attendance was higher than usual, especially considering the onset of spring weather and the usual accompanying high absenteeism. All students passed the exam, with grades ranging from 70 to 96.

Many of the secondary students put considerable time and effort into preparing for the visits to the elementary school. The written work they submitted was extensive, and much out of school time was spent practicing the story to be presented.

The elementary students looked forward to the weekly visits, which the first grade teachers often used as a reward for the students. Interaction was almost always positive, with both elementary and secondary students gaining confidence from the experience.

The first grade teachers had positive comments about the experiences for their students. Some of these comments included such things as: "helps the first grader to interact with older people," "a good reward for work well done in class," " a positive experience with books," and "individualized attention with books for the first graders."

From the point of view of the writer, the course was a success. The secondary students took more interest in the quality of book to be read, and the importance of ensuing discussion, as well as the artwork contained in the book. Students began to progressively share more books spontaneously with each other and with other students.

In summary, the course was a success from the points of view of the writer, secondary students, elementary students, and elementary teachers. The secondary school was invited back to the elementary school during the next school year, and several secondary students not taking the course expressed interest in taking the course when it was offered again. The reading of most of the secondary students did rise significantly, and while the attitude of the whole class did not improve significantly, there were some noteworthy attitude improvements in some individual students.

Chapter 5

SUMMARY, DISCUSSION, AND RECOMMENDATIONS

Summary

The purposes of this study were:

1. To determine if the secondary student's attitude toward reading would improve after having worked in easy and pleasurable material for a six week period.
2. To determine if the placement of secondary remedial readers in children's literature would increase the secondary student's fluency in reading as measured by an informal reading inventory.

The Estes Attitude Scale (Estes, 1971) was administered to the class at the start and at the end of the course. Results showed no significant difference in the student's reading attitude after the six week course.

An informal reading inventory was individually administered to each student at the start and conclusion of the course. Results showed a significant gain in the reading skills of participating secondary students.

Results indicated that the use of children's literature with secondary remedial readers is a viable method to increase the secondary student's reading fluency, although it does not necessarily improve attitude toward reading.

Discussion

The findings of the attitude scale may have been somewhat influenced by the day-to-day goings on in the student's life, as well as the onset of spring weather. It appears that the students who scored higher on the pre attitude scale, such as KG, TR, TL, JC, and JL (refer to Table 1, page 37), did not, for the most part, significantly increase in reading score, and were thus less attentive to the post attitude scale. Group, rather than individual, administration of the attitude scale may also account for the student's inattention to the post attitude scale. Most of the students expressed dismay at being requested to take the attitude scale a second time within the six week period. LE, whose attitude scale score increased by 3, also increased her reading level by 2 grade levels. It is unfortunate that EG, whose attitude scale score increased by 15, the largest increase in the class, was unavailable for a post informal reading inventory. The quality and quantity of her work substantially increased during the course, and her self-confidence increased.

The students also expressed dismay at taking a post informal reading inventory, but all made themselves available at the requested time, with the one exception already noted. Because the reading inventory was individually administered, it was not as easy for the students to neglect, as in the group administered attitude scale. In a one-on-one situation, each student put forth his best effort. This may partially account for the significant increase in the reading scores.

The bulk of the credit for the increase in reading scores must surely go to the children's literature itself. Most students, once involved with finding a suitable book to present to the first grader, immersed themselves in the wide variety of children's books available at the local public library. Many took additional trips to the library, on their own time, to find the "right" book. This supports the findings of Cooper.

> In a classic study conducted in grades two through six, Cooper studied the relationship between the difficulty of a child's assigned basal reader and the child's reading gain. The easier the reader was for the child, the more progress the child made during the year (Harris, 1979, p.137).

The actual participation with the elementary students was a very necessary and integral part of the course. Had the secondary students not had the burden upon them to prepare a book for a presentation to a first grade student, many would have passively sat in class, planning to pass with a minimum of effort. The requirement to find a book was the proper stimulus to encourage active participation in the class.

The continuing reaction of different first graders also provided a reliable sounding board as to the types of books preferred by that age group. It was also "reality treatment" for secondary students who were not as well prepared as they should have been.

Recommendations

The use of children's literature to remediate secondary students' reading difficulties is a viable procedure. Children's literature was an enjoyable experience for the secondary students, and was easy for the students to read. They therefore read many books, and discussed them with their teacher and classmates. The secondary students also learned to pick out controversial books, and books which might not be appropriate for the elementary student. The class opened doors in literature for the secondary and elementary student alike, and is a course worth repeating in the future.

As already stated, the children's literature was introduced to the secondary students by categories, beginning with picture and concept books and progressing to more complicated categories. As most picture and concept books are too elementary for first graders, their purpose in this course was merely for the secondary student to be made aware of their use and existence, and not for him to use with first graders. It is therefore recommended that a great deal of time not be spent on picture and concept books.

Introducing books in categories does allow for a structured progression into children's literature. The secondary student's understanding of each category would be enhanced by finding and reading several books in each category. Requiring each student to submit a certain number of index cards listing and critiquing books in each category would allow the student more active participation in the learning process as well as enable him to compile his own bibliography of children's books.

Had the attitude scale been administered individually, or in a small group, the student may have been more careful in his responses. It is the feeling of the writer that most students did not carefully read the attitude scale during the post testing, and rushed to get through it as quickly as possible. Small group or individual administration may alleviate the carelessness on the part of the student, especially if the teacher reads each item aloud and allows time for the student to mark his response before proceeding to the next line.

Thorough evaluation of a student's individual performance prior to an elementary school visit was sometimes a problem because of the time element. The use of an assistant, either an advanced student or a paraprofessional, would facilitate evaluation and allow the student more individualized attention and immediate feedback on his performance. Tape recording student performances would also help, although feedback might not be as immediate.

During visits to the elementary school, observation and evaluation by the teacher was also sometimes a problem because of the wide area over which students seated themselves. The distance was necessary to minimize noise, but was a problem in terms of evaluation. The use of an assistant would also aid for field trip evaluation purposes.

Although each student completed a self-evaluation form on his performance immediately following each visit to the elementary school, teacher perceived observations and student perceived performance evaluations often varied widely. The students did not usually

criticize their performance, and went through the form, almost by rote, checking off appropriate positive comments. The students were aware that criticism of their performance would in no way affect their grade, and was a necessary ingredient for self-improvement, but they did not evaluate their performances thoroughly. Therefore, the self-evaluation forms did not fulfill their intended purpose as an aid to improved subsequent performance. It appears that an evaluation form completed by either the teacher or assistant would be of more positive use to the student. The subsequent review of the evaluation form with the individual student would be a more positive influence in improving the student's performance.

At the end of the course, the secondary students were questioned as to their preference for working with the same first grade student each week. The general opinion was that the same first grader was not necessary. As the intent of the course was to remediate the secondary student, not the elementary student, different first graders participated throughout the course. However, pairing the secondary student with the same first grader throughout the course might have placed a feeling of responsibility on the secondary student for the reading welfare of "his" student, in terms of book selection, discussion, and attendance.

Rotating the responsibility for the opening activity at the elementary school among the secondary students would also have increased their activeness in the learning process. During this course, the writer chose the opening activity, and demonstrated it to the secondary students before the trip to the elementary school. The secondary students then assisted the first graders in the

activity. Perhaps offering the choice, preparation, and demonstration of the opening activity as an extra credit option would stimulate interest among the secondary students.

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APPENDIX

LESSON PLANS

FOR

COURSE IN CHILDREN'S LITERATURE

TAUGHT TO

SECONDARY STUDENTS

SESSION 1

RATIONALE: The purposes of this lesson are:

1. To go over the course syllabus.
2. To stress the importance of children's early and pleasurable contact with books.
3. To administer the Estes Attitude Scale.
4. To introduce picture books.

OBJECTIVES: The student will

1. Understand what is expected of him.
2. Realize the importance of early and pleasurable exposure to literature.
3. Discuss the effect the home atmosphere has upon subsequent reading development.
4. Complete the attitude scale.
5. Learn the purposes and characteristics of picture books.

MATERIALS:

copies of course syllabus
Estes Attitude Scale
books listed under activities section

ACTIVITIES:

1. A course syllabus will be given to each student. The teacher will read aloud and explain the syllabus. Students will have an opportunity to ask questions. Attendance will be stressed.
2. Students will discuss their first experience with books. Do they remember how old they were? Favorite books? Memories? Do they have any younger brothers or sisters (nieces, etc.)? What have their experiences been?
3. The Estes Attitude Scale will be administered to the group. Honesty in answers will be stressed; students will be reminded this is not a pass/fail test.
4. The teacher will talk about the informal reading inventory which will be individually administered during study hall time.
5. The teacher will talk about the value of picture books; how they help the child learn to love books, increase the child's vocabulary, and prepare the child to learn to read.
6. The teacher will show types of picture books:
   ABC and counting books - only one or two objects on a page
   Lear, Edward — ABC
   Falls, C.B. — An ABC book

Eichenberg, Fritz	Ape in a cape
Gag, Wanda	The ABC bunny
Tudor, Tasha	A is for Annabelle
Wildsmith, Brian	Brian Wildsmith's ABC

Counting books (look to see if objects being counted stand out clearly on page)

Anno, Mitsumasa	Anno's counting book
Hoban, Tana	Count and see
Tudor, Tasha	1 is One
Wildsmith, Brian	Brian Wildsmith's 1,2,3s
Bayley, Nicola	One old oxford ox

EVALUATION:

1. Does the student understand the purpose and method of the course?
2. Can the student give reasons why children should have early, pleasurable exposure to literature?
3. Did the student complete the Estes Attitude Scale?
4. Can the student list two reasons why picture books are important?

ESTES ATTITUDE SCALE

Indicate your attitude toward each statement by circling the appropriate response.
PLEASE BE HONEST!

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. Reading is for learning but not for enjoyment.	SA	A	U	D	SD
2. Money spent on books is well spent.	SA	A	U	D	SD
3. There is nothing to be gained from reading books.	SA	A	U	D	SD
4. Books are a bore.	SA	A	U	D	SD
5. Reading is a good way to spend spare time.	SA	A	U	D	SD
6. Sharing books in class is a waste of time.	SA	A	U	D	SD
7. Reading turns me on.	SA	A	U	D	SD
8. Reading is only for grade grubbers.	SA	A	U	D	SD
9. Books aren't usually good enough to finish.	SA	A	U	D	SD
10. Reading is rewarding to me.	SA	A	U	D	SD
11. Reading becomes boring after about an hour.	SA	A	U	D	SD
12. Most books are too long and dull.	SA	A	U	D	SD
13. Free reading doesn't teach anything.	SA	A	U	D	SD
14. There should be more time for free reading during the school day.	SA	A	U	D	SD
15. There are many books which I hope to read.	SA	A	U	D	SD
16. Books should not be read except for class requirements.	SA	A	U	D	SD
17. Reading is something I can do without.	SA	A	U	D	SD
18. A certain amount of summer vacation should be set aside for reading.	SA	A	U	D	SD
19. Books make good presents.	SA	A	U	D	SD
20. Reading is dull.	SA	A	U	D	SD

SESSION 2

RATIONALE: The purposes of this lesson are:

1. To define the purpose of picture books.
2. To show concept, participation, and story picture books.
3. To list criteria of good books.
4. To become aware of the intricateness of making "simple" children's books.

OBJECTIVES: The student will

1. Understand the difference between an illustrated children's book and a story picture book.
2. Realize that plot and characters are used in story picture books but not in concept and participation picture books.
3. Begin to evaluate vocabulary, theme, character development, and interest when looking at a book.
4. Be aware of the time, attention to detail, and expense involved in making a good children's book.

MATERIALS:

books mentioned in activities section
movie projector and screen
film: Gene Deitch: Picture Book Animated (Weston Woods).
handout: Guides for evaluating children's literature
(From Children's Literature in the Elementary School)

ACTIVITIES:

1. The entire class will review yesterday's work on picture books.
2. Teacher will lecture/demonstrate on concept, participation, and story picture books.

CONCEPT BOOKS

Crews, Donald	Freight Train
Hoban, Tana	Over, under, and through

PARTICIPATION BOOKS

Scratch n Smell books

STORY PICTURE BOOKS

Carle, Eric	Do you want to be my friend?
Goodall, John	The Midnight Adventures of Kelly, Dot, and Esmeralda
	Shrewbettina's Birthday
	The Surprise Picnic

3. Teacher will lecture on purpose of wordless picture books.
   a. to stimulate language development of children through encouraging them to take an active part in storytelling.
   b. the pictures should show action and sequence clearly.
   c. children should look through book completely before trying to tell the story orally.
   d. the teacher will model wordless picture book.
      Turkel, B. Deep in the forest
4. The teacher will talk about book evaluation; class will receive handout on evaluating children's books. Using the guide, the class will evaluate Turkel's Deep in the forest.
5. Students will watch a film showing production of a children's book: Gene Deitch: Picture Book Animated. (Weston Woods). Students will discuss film after its completion.

EVALUATION:

1. Can the student tell the difference between an illustrated children's book and a story picture book?
2. Can the student differentiate between story picture books and concept and participation picture books?
3. Can the student evaluate a children's book for age suitability, plot, theme, and characterization?
4. Can the student list steps to animating a book?

GUIDES FOR EVALUATING CHILDREN'S LITERATURE

Before Reading

1. For what age group is the book appropriate?
2. Does the book appear to be for either boys or girls?

Plot

1. Does the book tell a good story?
2. Is the plot original and fresh?
3. Is it plausible and credible? A logical series of happenings?
4. Do the events build to a climax?

Setting

1. Where does the story take place?
2. How does the author indicate time?
3. How does the setting affect the action, characters, or theme?
4. Does the story transcend the setting and have universal implications?

Theme

1. Is the theme worth imparting to children?
2. Does the theme emerge naturally or too obviously?
3. Does the story aviod moralizing?

Characterizations

1. How does author reveal characters? In conversation? By thoughts of others? Through actions?
2. Are characters convincing and credible?
3. Do we see their strengths and weaknesses? Any stereotyping?
4. Is there any character development or growth? If so, has the author shown the causes?

Style

1. Is style appropriate to the subject?
2. Is style straightforward or figurative?
3. Is dialog natural and suited to the characters?
4. Does the author balance narration and dialog?
5. Does the author create a mood? Mystery, gloom, joy, security?
6. Is the point of view from which the story is told appropriate to the purpose of the book?

Format

1. Do the illustrations enhance the story? Are they consistent?
2. How is the format related to the text?
3. Is the quality of paper good? Is it sturdily bound?

from Huck, Charlotte S. Children's Literature in the Elementary School (3rd ed.). New York: Holt, Rinehart and Winston, 1979.

SESSION 3

RATIONALE: The purposes of this lesson are:

1. To introduce students to traditional literature.
2. To talk about how to choose an appropriate book to read to a child.
3. To give the date for the first visit to the elementary school.
4. To give guidelines for the experience at the elementary school.

OBJECTIVES: The student will be able to

1. Identify traditional literature
2. Give criteria for choosing a book to read to a child.
3. List what is expected of him at the elementary school.

MATERIALS:

books listed in activities section
Handout: Classification of Children's Literature

ACTIVITIES:

1. The teacher will ask the students if they know what is meant by traditional literature. After getting various responses, we will conclude that traditional literature is literature which started out orally and was then written down. We will then discuss types of traditional literature.

   a. folk tales - literature of the people - stories told to young and old alike. Usually short and have fast moving plots; frequently humorous and almost always end happily.

Haley, Gail E.	A story, a story
Aardema, Verna	Why mosquitos buzz in people's ears
Goble, Paul	The girl who loved wild horses
Galdone, Joanna	Amber day
Say, Allen	Once under the cherry blossom tree
Van Woerkom, D.	The friends of Abu Ali

   b. fairy tales - similar to folk tales, but have an element of magic, such as princesses, elves, magicians, wizards, etc. Begin with "Once upon a time" and end with "happily ever after." Very simple structures, little character development. Good vs. evil.

   c. fables - brief tales in which animals or the elements speak as human beings. Animals represent some aspect of human nature; seldom more than three characters; plot based on a simple incident. Fables meant to instruct - either an implied or stated moral

Galdone, Paul — The table, the donkey, and the stick

Steig, William — Amos and Boris

D. myths - stories developed by ancient people to explain natural phenomena

Dayrell — Why the sun and the moon live in the sky.

2. Talk about how to choose a book for a child
   a. Does the book interest you, the reader?
   b. Is it slightly above the child's reading level?
   c. Is it quality literature
      1. vocabulary and flow of words that demonstrates good use of language.
      2. theme development
      3. character development
      4. show good values
   d. Does it expose the child to new facets of outside world?
   e. Does the book lend itself to be read aloud?

3. Discuss the first oral reading at the elementary school and what is expected of the secondary school student.
   a. book previously approved by teacher
   b. reading of book approved by teacher
   c. appropriate introduction and questions

EVALUATION:

1. Can the student differentiate folk tales from fairy tales from fables from myths?
2. Can the student list criteria for choosing a book to read aloud?
3. Does the student understand what is expected of him at the elementary school?

CLASSIFICATION OF CHILDREN'S LITERATURE

I. Picture books and picture story books
   A. ABC and counting books
   B. Concept books
   C. Participation books
   D. Mother Goose and nursery rhymes
   E. Stories

II. Traditional literature
   A. Folk tales
   B. Fairy tales
   C. Fables
   D. Myths
   E. Tall tales

III. Poetry
   A. Lyric
   B. Narrative
      1. Epics
      2. Romances
      3. Ballads
      4. Story poems
   C. Humorous and nonsensical verse

IV. Fantasy
   A. Types
      1. Modern tales in folktale style
      2. Talking and thinking animals
      3. Inanimate objects personified
      4. Manipulation of time patterns
      5. Changes in sizes of humans
      6. Creation of new worlds and creatures
   B. Methods
      1. Invention
      2. Magic
      3. Transformation

V. Modern realistic fiction
   A. Finding a place as a person
   B. Meeting problems of the human condition
   C. Moving toward maturity

VI. Historical fiction

VII. Biography

VIII. Informational books

SESSION 4

RATIONALE: The purpose of this lesson is to introduce students to poetry for children.

OBJECTIVES: The student will

1. Consider children's poetry.
2. Realize that poetry reveals life in new dimensions and communicates experience by appealing to both thoughts and feelings.
3. Recognize that poetry does not have to be rhyming in nature, and that, in fact, conditioning children to expect a poem to rhyme is unfair.

MATERIALS:

books listed in activities

ACTIVITIES:

1. The students will discuss what poetry is for them. They will mention any favorite poems they might have.
2. The students will discuss what they feel is the difference between children's poetry and adult's poetry.
3. The teacher will share some books of children's poetry, and read some selections.

O'Neill, Mary	Hailstones and Halibut Bones
	People I'd Like to Keep
Plath, Sylvia	The Bed Book
Prelutsky, Jack	A gopher in the garden
Tennyson, Alfred	The charge of the light brigade

The teacher will share

Ness, Evaline	Amelia mixed the mustard

as an example of sing song poems.

EVALUATION:

1. Do the students understand that poetry is an emotional experience for children as well as for adults?
2. Do students see how illustrations complement and set the tone for poems?
3. Can each student find one poetry book he likes?

SESSION 5

RATIONALE: The purposes for this lesson are

1. To allow the student to become familiar with the children's section of the local public library.
2. To have the student choose a book which he will read to an elementary student.

OBJECTIVES: The student will

1. Obtain a library card if he does not already have one.
2. Complete a worksheet using the resources of the children's section of the local public library.
3. Check out a book which he will read to an elementary student later in the week.

MATERIALS: library worksheet

ACTIVITIES:

1. The students will take a tour of the children's section of the local public library.
2. The students will individually complete the library worksheets.
3. The student will obtain a library card if he does not already have one.
4. The student will check out the book he will read to the elementary student later in the week.

EVALUATION:

1. Was the student able to complete the worksheet?
2. Did the student have a library card?
3. Did the student check out a suitable book?

LIBRARY WORKSHEET

1. What is the major tool (not person) for finding books?

2. How many cards are on file for each book?

3. What are the types of cards for each book?

4. What does YP stand for?

5. What is the call number for fairy tales?

6. Find one picture book you like. Write down the call number, author, and title.

7. Find one folk or fairy tale you like. Write down the call number, author, and title.

8. Find one poetry book you like. Write down the call number, author, and title.

9. Find one children's cassette or record you like. Write down its call number, artist, and title.

10. What special children's display (or offering) does the library have? Describe at least one.

SESSION 6

RATIONALE: The student will learn how to read a book aloud for presentation.

OBJECTIVES: The student will

1. Learn techniques for holding a book in a one on one session.
2. Learn to inflect his voice properly.
3. Recover from miscues without trauma.

MATERIALS:

book student has chosen to read aloud
book for teacher demonstration
tape recorder and blank tape

ACTIVITIES:

1. The student will watch a teacher demonstration of what to do and what not to do when reading aloud.
2. The student will learn some dramatic techniques
   a. quickening and slowing tempo
   b. ascending and descending voice
   c. voice changes to convey character and narrator roles
   d. emphasis on specific words to highlight meaning
   e. pausing to build emphasis or suspense
3. The student will learn and practice methods to correct miscues
   a. react calmly
   b. paraphrasing or restructuring a sentence
   c. not correcting if meaning not changed
   d. not pausing or commenting on a miscue
4. The student will read his chosen book silently.
5. The student will read his chosen book aloud to self.
6. The student will tape himself reading his book aloud and evaluate his reading.

EVALUATION:

1. Was the student able to recover from miscues?
2. Was the student able to use his voice appropriately?

SESSION 7

RATIONALE: The purposes for this lesson are for the student

1. To learn how to interact with the elementary child.
2. To demonstrate his proficiency in reading before peers.

OBJECTIVES: The student will

1. Learn how to establish rapport with the child.
2. Learn how to introduce and follow-up on the book.
3. Learn about different levels of questions.
4. Write out a "lesson plan" for introducing and following up on the book.
5. Preview the self-evaluation form he will complete after the reading.
6. Read the book to his classmates.

MATERIALS:

book student has chosen
book teacher has chosen for modeling instruction
"lesson plan" form
self-evaluation form

ACTIVITIES:

1. The teacher will ask the students what they intend to do after saying hello to the elementary child - group discussion. Suggestions by the teacher will include
   a. name tag for student and child
   b. student asking child about number of people in family, pets, hobbies, sports, etc. Student should be prepared to tell a little about self.
   c. student telling child he is here to share a good book (if child has read book before, the student can point out how much more fun that can be).
   d. student introducing book to the child and talking about background information.
   e. student reading book to the child
   f. student talking about the book to the child, and asking questions, especially "why" questions.
2. The teacher will read aloud a short book, such as Maruice Sendak's Where the wild things are (unless that book has been chosen by a student). The teacher will model introducing the book, reading the book, and asking questions. The teacher will ask questions like
   a. Why was Max sent to bed (factual)
   b. Why do you think Max imagined he was king of all the monsters?

   The students will discuss the difference in the types of questions. The teacher will guide discussion on why the two types are different, and the purposes served.

3. Students will individually write questions for their books. Teacher will assist individually.
4. Student will complete "lesson plan."
5. Student will read self-evaluation form which he will complete after book presentation.
6. Student will present book to peers.

EVALUATION:

1. Was the student able to make more than one type of question for his book?
2. Was the student able to think of a good introduction to his book?
3. Did the student present his book to the teacher and peers competently?

"lesson plan"

HIGH SCHOOL STUDENT NAME:_____

Date of trip to elementary school:_____

Book chosen: (author, title, publisher, year)

Type of book:

How am I going to introduce this book:

Questions I am going to ask after completing book, and what type of question (factual or thinking).

STUDENT SELF-EVALUATION

High school student name:

Elementary student name:

Date of presentation:

Book chosen: (author, title)

	Yes	No	Unsure
1. Did I introduce the story to the child so it was interesting?			
2. Was I familiar with my story?			
3. Did I speak clearly?			
4. Did I speak slowly enough to be understood?			
5. Did I speak rapidly enough to hold interest?			
6. Did I maintain some eye contact with the child during the story?			
7. Did I change my voice with each new character?			
8. Did I use my voice expressively?			
9. Was the story enjoyable?			
10. Was the story easy to understand?			
11. Did I ask the child questions he was able to understand and answer?			
12. Did I ask the child more than one type of question?			
13. Did the child enjoy the experience?			
14. Did I enjoy the experience?			
15. Suggestions for improvement:			

SESSION 8

RATIONALE: This is the actual presentation of a suitable book to an elementary school child by a secondary student.

OBJECTIVES: The student will

1. Present a book to an elementary school child
2. Complete a self-evaluation form

MATERIALS:

book student has chosen to read
self-evaluation forms

ACTIVITY:

1. The secondary student will travel to the elementary school and present the book.

EVALUATION:

1. Did the students feel they were a success?
2. Did the students feel the children enjoyed the experience?

SESSION 9

RATIONALE: The purposes for this lesson are

1. To provide a forum for students to discuss the previous day's experience.
2. To inform students of extra credit projects.
3. To compare artwork of different illustrators.

OBJECTIVES: The student will

1. Share the previous day's experience.
2. Note extra credit projects.
3. Compare artwork in children's books.

MATERIALS:

children's books showing good and poor examples of art

ACTIVITIES:

1. Full group discussion and sharing of previous day's experience; what things did or did not go well; suggestions for improvement.
2. Teacher explanation of extra credit projects.
3. Group discussion on quality in artwork
   a. pictures suit the content and story
   b. represent good art work
   c. be suitable for and understandable to children
   d. use various media
   e. avoid stereotypes
   f. interest young children
   g. present original ideas
   h. depict characters realistically and honestly
4. Students will compare and contrast artwork in different books, especially the Walt Disney/comic books as compared to other books the children have seen.

EVALUATION:

1. Did the student have positive feedback from the previous day?
2. Was the student able to recognize differences in types of artwork as well as begin to recognize good and poor artwork?

SESSION 10

RATIONALE: The purposes in this lesson are

1. To introduce the student to fantasy books.
2. To allow the student to choose two fantasy books.

OBJECTIVES: The student will

1. Learn the difference between fantasy and traditional literature.
2. List sub-categories of fantasy.
3. Choose two fantasy books suitable to read to a first grade student.

MATERIALS:

Books mentioned in activities

ACTIVITIES:

1. Teacher will explain difference between traditional literature and fantasy - traditional literature has been handed down orally before being written. Fantasy has element of magic, but is still plausible.
2. The class will meet at the public library. The teacher will explain that fantasy has several categories:
   a. Animal fantasy
      - E.B. White — Charlotte's Web
      - A.A. Milne — Winnie the Pooh
      - K. Grahame — The Wind in the Willows

   b. Human fantasy
      - O. Selfridge — Trouble with Dragons
      - J. Williams — Petronella
      - E. Ness — Sam, Bangs, & Moonshine

   c. Fantasy worlds
      - C.S. Lewis — The Narnia Chronicles
      - J.R. Tolkien — Lord of the Rings
3. Students will browse through the library and choose two fantasy books to prepare.

EVALUATION:

Was the student able to select two fantasy books suitable for presentation to a first grader?

SESSION 11

RATIONALE: The purposes for this lesson are

1. To show a series of books by one author and the character changes that occur.
2. To allow time for preparation of student's book.

OBJECTIVES: The student will

1. Look at books by Ezra Jack Keats and discuss character changes.
2. Practice book presentations.

MATERIALS:

Peter books of Ezra Jack Keats
students' books for presentation

ACTIVITIES:

1. The teacher will show the Peter books by Ezra Jack Keats. The class will decide upon the sequence of books. The teacher will then show the correct sequence.
2. Students will individually practice reading book selections for Thursday.
3. Students will pair up and read selections to each other.

EVALUATION:

1. Was the student able to properly arrange the sequence of the Keats books?
2. Did the student demonstrate good oral reading technique when practicing?

SESSION 12

RATIONALE: The purposes for the lesson are

1. To show a film on Ezra Jack Keats and further discuss his books.
2. To prepare "lesson plans" for students' books.

OBJECTIVES: The student will

1. List goals of Keats in producing film.
2. Describe art techniques used by Keats.
3. Prepare "lesson plans" for their books.
4. Practice books.

MATERIALS:

film: Ezra Jack Keats: Autobiography
"lesson plan" worksheets
student books
tape recorder and blank tape

ACTIVITIES:

1. Watch and discuss Keats film.
2. Prepare "lesson plan."
3. Practice reading books aloud.

EVALUATION:

1. Was the student able to describe Keats's art technique?
2. Was the student able to list Keats's goals in producing the books?
3. Did the student finish preparing and practicing his book?

SESSION 13

RATIONALE: This is the actual presentation of a fantasy book to the elementary school student.

OBJECTIVES: The student will

1. Present a fantasy book to an elementary school child.
2. Complete a self-evaluation form.

MATERIALS:

book student has chosen to read
self-evaluation forms

ACTIVITY:

1. The secondary student will travel to the elementary school and present the book.

EVALUATION: Did the students feel they were a success?
Did the students feel the children enjoyed the experience?

SESSION 14

RATIONALE: The purposes for this lesson are

1. To compare the first and second elementary school visits.
2. To share favorite children's books with the class.
3. To introduce the term bibliotherapy.
4. To show modern realistic fiction books.

OBJECTIVES: The student will

1. Evaluate the previous day's performance and offer suggestions for improvement.
2. Will define bibliotherapy and list instances when it should/should not be used.
3. List three works of realistic fiction.

MATERIALS:

books listed in activities section

ACTIVITIES:

1. Students will discuss previous day's performance.
2. The teacher will write "bibliotherapy" on the chalkboard. The students will discuss its meaning.
3. The teacher will show books of modern realistic fiction

Sobol, Harriet	My brother Steven is retarded
Weik, Mary	The Jazz Man
Hull, Elizabeth	Evan's Corner

4. The teacher and students will discuss when to use/not to use bibliotherapy.

EVALUATION:

1. Were students able to give constructive criticism on previous day's performance?
2. Did students understand use of bibliotherapy?
3. Were the students able to list realistic fiction books?

SESSION 15

RATIONALE: The students will visit the children's section of the public library and will choose a book to be read aloud to a small group (3-5 students) of first graders.

OBJECTIVES: The student will

1. Choose and check out a book to read to first graders.

MATERIALS:

public library
student's library card

ACTIVITIES:

1. Review criteria for choosing books. Emphasize length, typesetting, and pictures.
2. Go to library. Students choose books.

EVALUATION:

1. Did students choose suitable books?

SESSION 16

RATIONALE: The purposes for this lesson are

1. To teach the students to read a book upside-down
2. To allow time for book preparation

OBJECTIVES: The student will

1. Hold the book at chest level, with pictures facing the intended audience, and will read upside-down print fluently.

MATERIALS:

student's library book
preparation worksheet
Judith Viorst's Alexander and the terrible, horrible, no good very bad day

ACTIVITIES:

1. The teacher will read a book aloud to the students, and will demonstrate proper techniques
   a. holding book so fingers don't cover pictures
   b. slowly moving book so entire group can see pictures
   c. holding book at eye level of audience
   d. lightly marking print with pencil lines to indicate places to take a breath
   e. writing subsequent page's first word on page to be turned so reading continues while page is being turned
   f. using voice fluently and expressively
2. The student will individually silent read his book twice.
3. The student will lightly mark in pencil appropriate places to take a breath.
4. Where appropriate, the student will write the next page's word on the page to be turned.
5. The student will practice, by himself, reading the book aloud and holding it as if for an audience.
6. The student will fill out his "lesson plan."

EVALUATION:

1. Was the student able to hold the book upside down and read fluently?
2. Did the student complete his "lesson plan?"

SESSION 17

RATIONALE: The purposes for this lesson are:

1. To show and discuss books on realistic fiction.
2. To allow time to finish preparation of books.

OBJECTIVES: The student will

1. Review the term "bibliotherapy."
2. Discuss importance and uses of realistic fiction.

MATERIALS:

books listed in activities section
film: Evan's corner
student's book

ACTIVITIES:

1. Review the term "bibliotherapy."
2. Show realistic fiction books. Discuss purposes and uses of realistic fiction.

Bonsall, Crosby	The day I had to play with my sister
Brown, Marc	Arthur's eyes
Fassler, Joan	My grandpa died today
Mann, Peggy	My dad lives in a downtown hotel
Tobias, Tobi	Petey
Yashima, Taro	Crow boy

3. Show and discuss film Evan's Corner.
4. Students practice books.

EVALUATION:

1. Were students able to list purposes for realistic fiction?
2. Were students able to list occasions when realistic fiction should and should not be used?

SESSION 18

RATIONALE: The purpose for this lesson is for the secondary student to read to a small group.

OBJECTIVES: The student will

1. Read and discuss a book with 3-5 first graders.

MATERIALS:

book student has chosen to read
self-evaluation form

ACTIVITY:

1. Go to elementary school and read to a small group.

EVALUATION:

1. Did the secondary students do a competent job with the first graders?
2. Did the first graders enjoy the experience?

SESSION 19

RATIONALE: The student will choose, silently read, and evaluate three children's books.

OBJECTIVES: The student will

1. Identify each book by author and title.
2. Write a brief synopsis of the book.
3. Explain why he did or did not like the book.
4. Explain how he would use the book.

MATERIALS:

books listed in session 16

ACTIVITY:

1. The student will choose, silently read, and write an evaluation of the book.

EVALUATION:

1. Did the student read and evaluate three books?

SESSION 20

RATIONALE: The purposes of this lesson are:

1. To make the students aware that they will be telling a story (rather than reading a book) so they will become more involved in the experience.
2. To reassure the students that this will not be a frightening experience.
3. To inform the students of qualities of a good story to tell.
4. To choose and begin preparing a story for the next visit to the elementary school.

OBJECTIVES: The student will:

1. Be able to list three reasons why people tell stories.
2. List at least three elements necessary for a good story.
3. List the four parts of a story to be told.
4. Review available stories and choose one to prepare.

MATERIALS:

books as listed in activities section
film: A story, a story (Weston Woods)
handout: guidelines for storytellers

ACTIVITIES:

1. The teacher will talk about the history of storytelling, as well as what the storytelling accomplished for the child as well as for the storyteller.
2. Show the film: A story, a story. Discuss the number of characters, purpose of the story, use of musical instruments, and how the story could be told.
3. Handout - Guidelines for storytellers. Review and discuss. Teacher show some books that would be good possibilities for storytelling.

Aardema, Verna	Why mosquitos buzz in people's ears
Bernadette	Varenka
Galdone, Joanna	Amber Day, a very tall tale
Green, Nancy	Abu Kassim's slippers
McDonald, Lucy	Dumpy
Mosel, Arlene	Tikki tikki tembo
Say, Allen	Once under the cherry blossom tree
Toye, William	The loon's necklace

EVALUATION:

1. Was the student able to list two benefits of storytelling?
2. Was the student able to appraise the use of movement and music in the film A story, a story?
3. Was the student able to list four things to keep in mind when choosing a story?
4. Did the student choose a story to tell?

GUIDELINES FOR STORYTELLERS

Be sure your story is appropriate to the group and occasion.

Introduce your story gracefully into the conversation.

Present the necessary information interestingly but briefly.

Arrange the details in proper order to build up a climax.

Use various devices to maintain suspense.

Conceal the outcome to the very end.

Stop abruptly when you reach the climax.

Show interest in your story, but refrain from laughing at it.

Use your voice, facial expression, and gestures to help interpret your story.

Eliminate all purposeless movement.

FOUR THINGS TO KEEP IN MIND WHEN YOU ARE CHOOSING A STORY TO TELL

1. The story should be suited to the group and the occasion.
2. The teller should like the story.
3. The story should be strong in characterization, plot, or humor.
4. The story should stir a definite emotion: that is, it should inspire, amuse, enlighten, or persuade.

SESSION 21

RATIONALE: The purposes of this lesson are

1. To allow students to hear and criticize a story.
2. To have the students prepare a story.

OBJECTIVES: The student will

1. Have listened to and criticized a story told by the teacher.
2. Identify the four parts of a story in the story the student has chosen to prepare.
3. Listed the sequence of events in his story, and eliminated those inappropriate to the storytelling experience.
4. Identify the general purpose of his particular story (character, atmosphere, human interest, amusement).

MATERIALS:

teacher prepared story
tape recorder and blank tape
handout: six guides for preparing stories

ACTIVITIES:

1. The teacher will tell a story and invite comments/criticism from the students.
2. The teacher will explain the parts of the story to be told - students will take notes.
   a. introduction: should be prepared with the group in mind to which the story will be told. Build a bridge from the audience's frame of reference to the story. Keep the bridge/intro short and to the point. The best opening brings the listeners the leading characters, the scene, and the situation.
   b. body: the succession of events which, step by step, lead to the climax. The events should be visualized for the audience using vivid, highly descriptive language.
   c. climax: the heart of the story. The ethical or moral lesson is emphasized here.
   d. conclusion: "ties the ribbons" on the story. It must not weaken the climax, nor present any new ideas. The characters should be disposed of satisfactorily so the listeners don't wonder what happened to their favorite character.

3. Each student will silently read his story two times, and will then write down the sequence of events in his story.
4. Each student will individually practice his story. Tape recorders will be available.

EVALUATION:

1. Was the student able to offer constructive criticism on the teacher's story?
2. Was the student able to write down the sequence of events in his story?

SIX GUIDES FOR PREPARING STORIES

1. Decide on the general purpose of the story. That is, ask yourself whether it is a character story, an atmosphere story, or a human interest story.
2. Read the story carefully. Be sure you know the relationship of the characters and the incidents that lead to the climax.
3. Omit all parts of the story that do not contribute to the development of the purpose of the story.
4. Close your eyes, and in your imagination see the story just as it happens.
5. Reread the story aloud to be sure you are getting the effect the author wanted.
6. Tell the story in your own words, excepting those words and phrases that hold the story together.

PARTS OF A STORY TO BE TOLD

1. Introduction

2. Body

3. Climax

4. Conclusion

SESSION 22

RATIONALE: The purposes of this lesson are to

1. Allow the students practice in telling their stories to a peer group audience.
2. Have the students prepare discussion questions to be used with their stories.
3. Review the self-evaluation form.

OBJECTIVES: The student will

1. Present a story to a peer group and receive constructive criticism.
2. Write discussion questions to use with his story.
3. Review the storytelling self-evaluation form.

MATERIALS:

student's book
self-evaluation form

ACTIVITIES:

1. The teacher will tell a badly told story, and allow the students to criticize.
2. The students will individually write down discussion questions to use after telling the story.
3. The students will practice their stories first individually and then in small groups.
4. The class will review the storytelling self-evaluation form.

EVALUATION:

1. Did the student write discussion questions?
2. Did the student competently present his story to peers?
3. Was the student able to constructively criticize the teacher's badly told story?

STORYTELLING SELF-EVALUATION

Name:

	Yes	No	Unsure
1. Did your story have			
an interesting beginning			
a clear body			
an exciting climax			
a speedy conclusion			
2. Did you			
know your story			
talk clearly			
look at the audience			
avoid too many "and so," "well there's"			
3. Was the story			
enjoyable			
easy to understand			
happy, sad, scary, etc.			
not too frightening or sad			
4. Did the story			
have a hero, heroine, or main character			
have some lesson or meaning			
5. Did you use			
costuming			
gestures			
props			
voice changes			
dialects			
descriptive words			

SESSION 23

RATIONALE: Students will go to the elementary school to tell stories

OBJECTIVES: The student will first tell and then discuss the story with the first graders.

MATERIALS:
none required

ACTIVITIES:
Go to elementary school and tell stories.

EVALUATION:
Did the secondary students tell the story competently?

SESSION 24

RATIONALE: The purposes of this lesson are
1. To evaluate the storytelling experience.
2. To review classifications of children's literature.

OBJECTIVES: The student will
1. Discuss the storytelling experience.
2. Review the classifications of literature.

MATERIALS:
handouts from session 3

ACTIVITIES:
1. Group discussion of storytelling experience.
2. Group review of classification of children's literature.

EVALUATION:
1. Did students enjoy telling stories?
2. Were students able to distinguish between categories of children's literature?

SESSION 25

RATIONALE: The purpose of this lesson is

1. For the students to check out books from the library for their last session with the first graders.

OBJECTIVES: The student will

1. Check out a book from the library.

MATERIALS:

student library card

ACTIVITY:

1. Go to the library and choose a book.

EVALUATION:

Did the student choose an appropriate book for reading to the first grade student?

SESSION 26

RATIONALE: The purposes for this lesson are

1. To post test using the Estes Attitude Scale.
2. To review material for test.
3. To prepare books.

OBJECTIVES: The student will

1. Post test the Estes Attitude Scale
2. Practice reading his book.
3. Prepare "lesson plan" for his book.

MATERIALS:

Estes Attitude Scale
student book

ACTIVITIES:

1. Readminister attitude scale.
2. Discuss and review Caldecott and Newbery awards as well as criteria for selecting children's books.
3. Individually/small group practice reading books and finish preparing discussion questions.

EVALUATION:

1. Did the students practice and prepare books?
2. Were the students able to list criteria for choosing children's books?
3. Were the students able to distinguish between the Caldecott and Newbery awards?
4. Did the students increase their scores on the attitude scale?

SESSION 27

RATIONALE: The purposes of this lesson are

1. To administer a test covering the course content
2. To watch and discuss a movie about the writing of a book.
3. To finish practicing and preparing books.

OBJECTIVES: The student will

1. Take a test covering the course content.
2. Watch and discuss the film.

MATERIALS:

test
film: The story of a book
student's book

ACTIVITIES:

1. Students take test.
2. Students watch and discuss movie.
3. Individually/small group practice book.

EVALUATION:

1. Did the student pass the test?
2. Did the student prepare his book?

KIDDY LIT FINAL

1. Why is it important to be selective in choosing a child's book? (5 pts.)

2. Give five criteria for choosing a child's book to read aloud. (10 pts.)

3. How do you choose and prepare a story to tell (not read)? (15 pts.)

4. What is the difference between folk tales and fairy tales? (10 pts.)

5. What is the difference between the Caldecott and Newbery awards? (10 pts.)

6. Define bibliotherapy. (5 pts.)

7. Attached is an excerpt from King Thrushbeard, a folk tale written down by the Brothers Grimm. It tells of a princess who thought she was better than everybody else, and what happens when her angry father marries her off to a vagabond (a poor man). After reading the excerpt, write down five (5) questions you would ask a first grader about this story. At least three of the five questions must be thinking questions (not factual). (45 points)

There was once a king who had a most beautiful daughter, but she was so proud and scornful that she thought no man good enough to be her husband. She not only rejected her suitors one after the other, but she took delight in mocking them as well. One day, the king held a great feast for all his daughter's wooers. From near and far they came, and each took his place according to his rank, first the kings, then the dukes, princes and earls, and finally the barons.

The princess was led up and down the long rows to see who pleased her most, but she managed to find fault with them, one and all. The first was too fat, the next too long and thin, and the third was too short and dumpy. The fourth was as pale as death, she declared, while the fifth man looked like a turkey-cock, his face was so red. The sixth man did not stand too straight, and the princess called him a crooked twig, fit only for firewood.

Thus she objected to each in turn, but she kept her cruellest taunts for a fine young king, superior to all the rest in rank. It so happened he had a pointed chin, which jutted out sharply from his face. "Goodness me!" laughed the princess. "Look at that chin! Why, it sticks out like a thrush's beak. I think I shall call you King Thrushbeard!" And from that day on, the nickname stuck. Now when the old king saw that his daughter was poking fun at his high-born guests and insulting them unmercifully, he grew very angry and vowed he would make her marry the first vagabond who came a-begging at the castle gates, no matter who he was.

A few days later, a strolling minstrel was heard singing beneath the palace windows, and the king sent for him. In spite of his dirty, travel-stained clothes, the minstrel was shown into the royal apartments at once, and there he sang for the king and the princess. When he had finished, he asked for a small reward, as was the custom. "Your singing has pleased me so well that I shall give you my daughter for your wife," said the king. The princess drew back in horror, but the king was adamant. "I swore you should marry the first vagabond who came to my door, and I shall keep my word." The king's daughter begged her father to change his mind, but it was no use. A priest was summoned and there and then, the princess was married to the strolling minstrel.

Then the king spoke: "It is not fitting for you to remain in my castle now that you are a husband's wife. You must go out into the world and follow your husband."

from: Grimm, Jacob Ludwig Karl.
<u>King Thrushbeard</u>. pictures
by Felix Hoffman. New York:
Harcourt, 1969.

SESSION 28

RATIONALE: The final trip to the elementary school for reading a book of student's choice to a first grader.

OBJECTIVES: To read and discuss the book with the first grader.

MATERIALS:
student's book

ACTIVITY:
Go to the elementary school and read and discuss the book with the first grader.

EVALUATION:
Did the student successfully read and discuss the book with the first grader?

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